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ABSTRACT

Kentucky's Institute for Beginning Principals was designed and implemented by a study group sponsored jointly by the Kentucky Association of School Administrators (KASA) and the Appalachia Educational Laboratory (AEL). AEL's study group concept calls for an association to select a topic for study--one of high priority in the state related to school improvement. It next calls for appointing members willing to serve on such a group and to define the scope of their study such that it can be accomplished with limited funds in a reasonable time period (12 to 24 months). This report is a summary of the KASA-AEL study group's work, from the selection of a topic, through the planning stages, to the culmination of their work in the 1987 Institute for Beginning Principals. The research question chosen by the study group was: how can KASA help beginning principals have an effective first year? Identified as the study population were 55 Kentucky principals who had completed their first year of service in 1985-86. The bulk of the report describes and tabulates the results of 34 completed interviews concerning that first year and revolving around these issues: most rewarding experiences; helpful resources; problem areas; major time-consuming and preferred tasks; effective principalship areas; adequacy of preservice preparation; inservice experiences; recommended orientation for the job; and demographic information. Appended are the interview instrument employed by the study group; the codes used for KASA-AEL interviews; tables displaying data on principals' tasks, inservice experience, and demographic characteristics; the institute agenda, participants' list, and handouts; and evaluation results of the institute. (Author/TE)

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The KASA-AEL Study Group:
A Statewide Program of Support for Beginning Administrators

The Kentucky Institute for Beginning Principals

A Joint Study By

The Kentucky Association of School Administrators
and
Appalachia Educational Laboratory
Charleston, West Virginia

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November 1987

The Appalachia Educational Laboratory (AEL) is located in Charleston, West Virginia. Its mission is to work with the Region's educators in an ongoing R & D-based effort to improve education and educational opportunity. To accomplish this mission AEL works toward:

- the improvement of professional quality,
- the improvement of curriculum and instruction,
- the improvement of community support, and
- the improvement of opportunity for access to quality education by all children.

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This report is a summary of the KASA-AEL study group's work: from the selection of the topic, through the planning stages, to the culmination of their work in the 1987 Institute for Beginning Principals.

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BACKGROUND: HISTORY AND PERSPECTIVE

Selecting a Study Group Topic

In the fall of 1985, AEL staff approached the KASA Executive Board about selecting a topic appropriate for a statewide study group. AEL promised technical assistance and limited financial assistance in exchange for a commitment from selected KASA members to work on the study group. AEL had only two restrictions relating to the choice of the topic. First, the topic should be related to AEL's mission statement (of improving education and educational opportunity) and as such should have the potential for improving the quality of education and educational opportunity for children in Kentucky. Second, the topic should be research-amenable; that is, the study group's process of study was to include some research design or utilization of research findings. This would help meet one of AEL's objectives to increase educators' use of research to solve educational problems and issues.

The Executive Board had little difficulty selecting a topic: to provide support to beginning principals. Across the state, it was predicted that as many as 40 percent of school principals would reach retirement age by 1990. Because the first year of an administrator's job is typically the most difficult, and because of the predicted growth in numbers of first-year principals, KASA felt a strong need to provide some kind of support to these beginning principals.

The KASA Board knew the school leadership research that ties the effectiveness of the building principal to academic success. The question came: How can KASA help beginning principals have an effective first year, so that Kentucky students have the benefit of strong

leadership, and so that new school administrators are successful and choose to stay in the ranks of administration.

Forming the KASA-AEL Study Group

As the KASA-AEL study group was formed, members were carefully selected to serve. The study group was composed of representative administrators--superintendents, principals, supervisors, a university professor--from large and small school districts in all geographic regions of Kentucky. Members had an interest in the topic and were willing to devote time and energy to the project.

The group was charged with using research-based information to develop support for beginning principals in Kentucky. Beyond best-guesses and memories of their own experiences as beginning principals, the group had little or no data on which to base decisions. The research that they reviewed had to do with effective but experienced principals; little was found about effective beginning principals.

Subsequently, the group decided to verify their perceptions through telephone interviews with principals who had just completed their first year as an administrator. Using the Cincinnati Public Schools Survey as a model, the KASA-AEL study group designed a telephone survey in the spring of 1986. (See Appendix A for a copy of the interview instrument.)

The study group members were trained in telephone interview methods. They pilot tested the instrument with principals in their local districts. In the summer of 1986, the members conducted the interviews with the population of beginning principals from around the state. They did not

interview principals they knew because it was felt that anonymity would provide more honest and open responses.

The results, reported in the next section of this report, sparked the group to plan an Institute for Beginning Principals. The interview results guided the content and delivery of the Institute, which was designed and carried out by the KASA-AEL study group.

THE STUDY: NEEDS OF BEGINNING PRINCIPALS

The study group identified 55 principals in Kentucky who had completed their first year as principal during 1985-86. Each of the 55 were assigned to be interviewed by one of the KASA-AEL study group members. A total of 34 interviews were completed during August of 1986.

The survey questions (a copy of which can be found in Appendix A) revolved around the following topics:

1. Most rewarding experiences of first-year principalship;
2. Problems faced as a first-year principal;
3. People and things that were helpful resources during the year;
4. Perceptions of the relative importance of duties of principals;
5. Activities of a principal in a typical day;
6. Most time-consuming activities in a typical day;
7. Most preferred way to spend time in a typical day;
8. Adequacy of preservice preparation for administration;
9. Kinds of inservice that would be most helpful for beginning principals;
10. Kinds of inservice activities they had attended during their first year; and
11. Demographics, including grade levels in building, size of school, size of district, experience, age, and gender.

Most of the survey questions called for open-ended responses. Interviewers wrote down verbatim responses. A subcommittee developed coding systems for the data analysis. (See the survey coding system in Appendix B.) Using pilot test surveys, the subcommittee read through responses to each question and were able to define discrete categories for scoring the responses to each question.

After the interviews had been completed, a graduate student in Educational Administration, under the supervision of a KASA-AEL study group member from the University of Kentucky, read each answer and coded it according to one of the subcommittee's predetermined categories. No new categories were required. This same doctoral student calculated response frequencies for each item and wrote a report for the full committee.

The results of the interviews are presented in the paragraphs that follow, in the order in which they appear on the survey instrument, as follows:

Question 1.	Most rewarding experiences
Question 2.	Helpful resources
Question 3.	Problem areas
Question 4.	Major time-consuming and preferred tasks
Question 6.	Effective principalship areas
Question 7.	Adequacy of preservice preparation
Question 8.	Inservice experiences
Question 9.	Recommended orientation for beginning principals
Questions 10-17.	Demographic information

Rewarding Experiences

In Question 1, principals were asked to reflect back on the 1985-86 school year and tell about the things that stood out as the best and most rewarding experiences they had as a principal. Each principal could name as many experiences as desired, but only the first four mentioned were coded.

Table 1

Question 1: Most Rewarding Experiences of First-Year Principal In Order of Mention

Experience	1st	2nd	3rd	4th	Total # Who Mentioned Experience as One of Most Rewarding
Acceptance by School Staff	10	6	2	-	18
Interactions with Students	6	5	3	2	16
Acceptance by Parents	3	5	3	-	11
Work with Teachers	5	3	2	-	10
Curriculum/Program Development	2	3	-	2	7
Student Achievement	2	3	2	-	7
Extracurricular Activities	1	1	3	-	5
School Climate: Positive Feelings About Schools by Others	1	-	3	1	5
Parent Involvement	-	3	-	-	3
Classroom Observation	1	1	-	-	2
General Achievement	-	-	-	1	1

As evidenced in Table 1, principals found being accepted by others as the most rewarding kind of experience in their first year as principal.

Helpful Resources

In Question 2, principals were asked who or what was their most helpful resource during their first year as principal.

Table 2

Question 2: Helpful Resource Persons

Resource Named	Total # of Principals Who Mentioned
Central Office	20
Professional Colleague--Not in Chain of Command	17
School Secretary	13
Superintendent	10
Former Principal	7
School Counselor	6
Teacher	5
Educator: Relative/Friend	4
Selected Staff	2
Spouse	2
Non-Educator: Relative/Friend	1

As indicated in Table 2, central office personnel were listed as helpful resources by 20 of the 34 respondents. Professional colleagues (which included other principals) and school secretary were listed second and third as important resources to first-year principals.

Question 2 continued by asking principals to provide examples of the kinds of assistance they received from these resource people. Their remarks fit into one of the following categories:

Procedural included help with reports, budget, figuring out the system, paperwork, etc.

People advice included management advice, working with people, and evaluation of staff.

Personal support included reassurance, a listening ear, encouragement, and acting as a sounding board.

Management advice included advice about time management, setting priorities, etc.

By far, the most frequent help they sought and received was in the procedural category. (See Table 3 below.)

Table 3

Kinds of Assistance Requested

Assistance	Total # Who Mentioned
Procedural	35
Personal Support	18
People Advice	17
Management Advice	13

Principals were also asked to identify resources other than people that were helpful to them in carrying out their jobs during the first year. While the majority (55.9 percent) indicated that no particular resource proved to be of special note, district manuals and P.T.A. resources were each mentioned by four (11.8 percent) of the respondents.

Problem Areas

In Question 3, principals were asked what kinds of problems they faced during their first year. Twenty-eight separate categories were developed, into which problems were grouped. Table 4 provides an

overview of the problems as identified by respondents. Two problem areas of particular note are working with parents and time management.

Table 4

Problems Faced During First Year

Problems Mentioned	Total # Who Mentioned
Working with Parents	8
Time Management	6
Evaluation of Staff	5
Communication with Staff	5
Student Discipline	4
Personnel: Grievance, Dismissals	4
Student Drugs/Health	4
District Management Problems	3
Abused Children	3
Truancy	3
Curriculum and Instruction	3
Working with Community	2
Staff Development	2
School Morale	1
Scheduling	1
Student Evaluation	1
Extracurricular Activities	1
Classified Personnel	1
Goal-Setting/Planning	1
Building Management	1
Other	7

Major Time-Consuming and Preferred Tasks

The interviewed principals were asked to consider a typical day at work and to identify major tasks that occupied their days. They were also asked to identify--from that list--those tasks that were most time-consuming. Finally, principals were asked to identify how they preferred to spend their time. The results are summarized below. (Frequency counts appear in Tables C-1, C-2, C-3, and C-4 in Appendix C.)

More than 20 percent of the principals mentioned one of the following activities as part of a typical day's schedule. In order of frequency reported, they are:

student discipline,
communicating with faculty and staff,
bus discipline,
working with parents,
building and plant maintenance,
interacting with students, and
paperwork.

The activities that were most often mentioned as time-consuming included the following:

evaluation of professional staff performance,
working with parents,
student discipline, and
paperwork.

In response to the question of how principals would prefer to spend their time, the topics most often mentioned were improving curriculum and instruction and the evaluation of professional staff performance.

Effective Principalship Areas

The responding principals were asked to rate 13 responsibilities as to how important each area is for an effective principalship. (See Question 6 on the survey, Appendix A.) Principals rated each area of

responsibility as very important, somewhat important, not too important, or can't decide. Table 5 lists all 13 areas in order of perceived importance. It should be noted that all areas were rated as at least somewhat important.

Table 5

Responsibilities of an Effective Principalship

Responsibility	Mean
Communicating with Staff	2.97
Working with Parents	2.94
Curriculum and Instruction	2.91
Evaluation of Staff	2.91
Goal-Setting/Planning	2.88
Interaction with Students	2.76
Communication with Community	2.76
Planning Staff Development	2.70
Budget/Finance	2.67
Implementing Policies and Regulations	2.58
Supervising Classified Personnel	2.50
Building/Plant Management	2.35
Extracurricular Activities	2.17

Very Important = 3.0, Somewhat Important = 2.0, Not Too Important = 1.0, and No Answer/Can't Decide = 0.0.

Adequacy of Preservice Education

Principals responded to a list of activities, derived from the literature, in which principals are expected to be involved. They were

asked to rate each activity in terms of the extent to which they felt adequately prepared through their preservice training. The adequacy of preparation was rated as excellent, adequate, inadequate, or can't decide. Results are reported in Table 6 below.

Table 6

Adequacy of Preparation

Training	Mean
Communication with Staff	2.20
Goal-Setting/Planning	2.08
Policies/Regulations	2.05
Student Interactions	2.05
Work with Community	2.02
Building Management	1.79
Evaluation of Staff	1.76
Staff Development	1.76
Work with Parents	1.76
Time Management	1.73
Budget and Finance	1.67
Extracurricular Activities	1.64
Classified Personnel	1.38

Excellent = 3.0, Adequate = 2.0, Inadequate = 1.0, and Can't Decide = 0.0.

Principals felt adequately prepared in communication with staff, goal-setting and planning, policies, student interactions, and work with the community.

They felt somewhat unprepared to work with classified personnel, deal with extracurricular activities, manage the budget, manage their own time, work with parents, plan staff development, evaluate staff, and manage the building.

Inservice Experiences

Responding principals were asked, in Question 8, to identify the kinds of inservice or professional development activities they were involved in during their first year as principal. The activities were then coded into the same categories as the preservice program activity areas. (See Table 7.)

Table 7

Inservice Attended in 1985-86 by First-Year Principals

Inservice	# of Principals Who Mentioned	Percent
Evaluation of Staff	30	88.2
Budget/Finance	0	0
Staff Development	11	32.3
Work with Parents	3	8.9
Building Management	4	11.8
Communication with Staff	10	29.4
Student Interactions	2	5.9
Work with Community	3	8.8
Curriculum/Instruction	18	52.9
Policies/Regulations	3	8.8

Table 7 (continued)

Inservice	# of Principals Who Mentioned	Percent
Extracurricular Activities	0	0
Classified Personnel	2	5.9
Goal-Setting	5	14.8
Time Management	9	26.5

Most principals (88 percent) had attended inservice on the topic of staff evaluation. More than half (53 percent) had received some training in curriculum and instruction topics. Other topics which were mentioned by at least a quarter of the principals were: staff development (32 percent), communication with staff (29 percent), and time management (27 percent). Frequency counts for each topic are reported in Table C-5, Appendix C.

Orientation Recommendations

Question 9 posed the following question: "If you were planning a one-day orientation program for other beginning principals, what kinds of information or activities do you think would be most useful or helpful?" The suggested topics were coded into the same categories used in Questions 7 and 8. (See Table 8 below.)

The most frequent recommendation was in the area of time management. Nearly 62 percent of the first-year principals in the interviewed sample mentioned that subject.

Over half (53 percent) named topics related to communication with staff. Other topics were evaluation of professional staff

Table 8

Orientation for Beginning Principals

Program Area Recommended	# of Principals Who Mentioned	Percent
Time Management	21	61.7
Communication with Staff	18	52.9
Evaluation of Staff	14	41.2
Work with Parents	11	32.4
Budget/Finance	9	26.5
Curriculum/Instruction	9	26.5
Staff Development	8	23.5
Policies/Regulations	8	23.5
Classified Personnel	8	23.5
Goal-Setting	6	17.6
Work with Community	3	8.8
Building Management	2	5.9
Student Interaction	1	2.9
Extracurricular Activities	1	2.9

performance, mentioned by 41 percent; working with parents, 32 percent; improving curriculum and instruction, 27 percent; budget and finance, 27 percent; planning and implementing staff development, 24 percent; implementing policies and regulations, 24 percent; and supervising classified personnel, 24 percent. It is interesting to note that principals had recommendations for training in more areas than they themselves had received training.

Demographic Information

Basic demographic information was requested in Questions 10-17. The typical first-year principal was an experienced classroom teacher, in his or her forties, and in a school with between 200 and 500 students. Principals in the study sample worked in both large and small school districts. They worked in buildings of various grade levels. Specific information is reported below, by question, and in Tables C-6 through C-11 in Appendix C.

Question 10: What grade levels are in your school building? Interestingly, while we usually think in terms of three school configurations (high school, junior or middle school, and elementary school), there are 10 different grade groupings represented in this sample. (Actual responses are in Table C-6, Appendix C.)

Question 11: How many students in your school? The total number of students enrolled in school administered by the 1985-86 first-year principals responding to the phone interview are depicted in Table C-7, Appendix C. While both large and small schools are represented, the majority of principals reported school enrollments of between 200-500 students. The actual school size ranged from 96 students to 1,040 students.

Question 12: How many schools in your district? Respondents represent both large and small districts, according to information given here. The number of schools in a local district ranged from 0 to 185. (See Table C-8 in Appendix C.)

Question 14: How many years of classroom teaching experience do you have? Principals in this sample reported between 4 and 34 years of

teaching experience. Fifty-nine percent had eleven or more years of teaching. (See Table C-9 in Appendix C.)

Question 15: Professional experiences other than teaching? The three most often mentioned areas of previous experience were coaching (17.6 percent), counseling (14.7 percent), and serving as assistant principal (11.8 percent). Nearly one-quarter (23.5 percent) had no experience other than teaching. (See Table C-10 in Appendix C.)

Question 17: Age? Most of the principals were between 31 and 49 years of age. Over half (52.9 percent) were in their forties during the first year as principal. (Response frequencies are in Table C-11, Appendix C.)

Results and Conclusions

Kentucky principals, who had just completed their first year in administration, reported some of the following in response to open-ended questions asked during the interview:

1. Most rewarding experiences of first-year principals in this sample had to do with people and relationships. Staff acceptance was mentioned by 18 of the first-year principals. Interactions with students and acceptance by parents were the next two most frequently mentioned rewarding experiences.

2. Principals in this sample relied on central office, professional colleagues, the school secretary, and the superintendent as resource persons. The kinds of assistance they sought from these persons varied, the most common being procedural or mechanical (completing reports, dealing with budgets, working to figure out the system).

3. Problems mentioned by these first-year principals were numerous. The most frequently mentioned problem was working with parents. Others high on the list were time management, evaluation of staff, communication with staff, student discipline, and personnel grievance issues.

4. Principals reported that they prefer to spend their time on improving curriculum and instruction; their days are actually spent on other things. This inconsistency may be indicative of

a time management problem; it may also mean that "curriculum and instruction" is not a real priority, but rather a socially acceptable answer.

5. Principals were asked how important a number of areas are, in their opinion, for effective principalships. The sample of principals believed that the most important responsibilities for an effective principal are:

    - communication with staff,
    - working with parents,
    - improving curriculum and instruction,
    - evaluation of staff, and
    - goal-setting.

5. Respondents were asked to rate the adequacy of their preservice preparation. The areas in which they felt least well prepared were:

    - dealing with classified personnel,
    - extracurricular activities,
    - budget and finance,
    - time management,
    - working with parents,
    - staff development, and
    - evaluation of staff.

THE INSTITUTE FOR BEGINNING PRINCIPALS

In thinking through the implications of these findings, the KASA-AEL study group members decided to plan an Institute for Beginning Principals. The objectives of this Institute were to:

- provide relevant information to first-year and second-year principals that would help them be successful in their new jobs,
- provide opportunities for first- and second-year principals to meet one another and to form informal networks on which they could draw for support during their first years as principal, and
- pilot test the viability of such an Institute as a mechanism to help ensure the success of principals in their initial years of administrative service.

The curriculum of the one-day Institute was based on the perceived needs of first-year principals themselves: communicating with parents, staff, and students. An outside consultant, Jim Huge, was contacted to lead the Institute. Study group members planned and facilitated the day's event.

A special emphasis was placed on helping the group of 62 attending principals get to know one another both by geographical regions of the state and by level of school (elementary, middle, and high school). Lunch and dinner seating was planned accordingly. A copy of the Institute agenda can be found in Appendix D.

The Institute was held as a preconference event to the KASA 1987 annual conference. During the three days of the KASA conference that followed, three minisessions were planned and conducted for this special group of beginning principals. The session topics were time management, networking, and mentoring.

Following the Institute, participants were asked to complete an evaluation form. Results of this evaluation (see Appendix E) will be used by the study group to plan future institutes. The KASA-AEL study group members plan to pursue assistance from the Kentucky Department of Education for funding to continue the Beginning Principals' Institute into future years. The group believes that followup meetings with more specific content and opportunities for sharing will help ensure the success of Kentucky's beginning principals. AEL, the regional Lab involved in this project, regularly sends R & D-based information to Institute participants in monthly followup mailings.

APPENDICES

APPENDIX A

Interview Instrument

Survey of Beginning Principals
KASA Study Group
August 1986

Hello. Is this _____ (Principal's Name)?

My name is _____ (Interviewer's Name) from

_____ (District Name) (Kentucky school district).

I am a member of a special study group sponsored by the Kentucky Association of School Administrators (KASA). We are interested in learning more about the experiences of beginning principals throughout Kentucky. The findings of our survey will be used to develop a program of support for first-year principals. KASA will be working in cooperation with both the Kentucky Association of Elementary School Principals and the Kentucky Association of Secondary School Principals to develop and implement this support system for beginning principals.

Have you just completed your first year as a principal?

(If "No," thank them for their time and discontinue the interview.)

(If "Yes"): I have a few questions that I would like you to answer about your experiences during the past year. All of your comments will be kept strictly anonymous and confidential. No one besides myself will ever see or be able to identify your individual answers.

It takes about 20-30 minutes for us to go over these questions, and participation is strictly voluntary.

Do you understand what the study is about or do you have any questions you would like to ask me?

Would you be willing to answer some questions?

(If "Yes"): Is this a convenient time for us to do this?

(If "Yes": Continue)
(If "No": Schedule a time to call back)

Interview
Interviewer's Name:

_____

1. I'd like for you to reflect back on the 1985-86 school year. Tell me about the things that stand out in your mind as the best and most rewarding experiences you had as principal.

(Anything else? [Or] Is there anything else you remember from last year as being really positive experiences?)

2. As you look back at your first year, who or what was your most helpful resource? That is, were there any people you relied on for help who were especially useful to you in carrying out your job?

[Names are not important. Determine the resource by title, position, and relationship to the beginning principal.]

(1st Resource Mentioned)

(2nd Resource)

(3rd Resource)

Are you directly responsible to any of these people?

___ Yes (If yes, which one(s)? _____
_____)

___ No

Can you give me examples of the kinds of help they were able to provide?

(Help from 1st Resource)

(Help from 2nd Recource)

(Help from 3rd Resource)

Were there resources other than people who were helpful to you in carrying out your job?

3. We're interested, also, in the kinds of problems you faced last year. What stands out in your mind as the most difficult experience you had?

Anything else that you remember as problems from last year?

4. We're interested in how principals spend their time. Consider a typical day. List the major tasks that occupied your time during that day.

Of those tasks, which took up most of your time? (Name up to 5.)

Is this the way you prefer to spend your time? If not, what changes would you make in your typical day?

5. Think back to your feelings before you became a principal. Try to remember your expectations for the job. [Pause] After you became a principal, were there any big surprises for you about the job of principal? Were there parts of your job you hadn't expected?

6. Principals in Kentucky today are expected to do many different kinds of jobs. I'm going to read through a list of some of those professional responsibilities. I'm interested in your opinion about how important each area is for an effective principalship. As I read each item, tell me if it is very important, somewhat important, or not too important in the job of an effective principal.

	Very Important	Somewhat Important	Not Too Important	Can't Decide
a. Evaluation of professional staff performance	_____	_____	_____	_____
b. Budget and finance	_____	_____	_____	_____
c. Planning and implementing staff development	_____	_____	_____	_____
d. Working with parents	_____	_____	_____	_____
e. Building and plant management	_____	_____	_____	_____
f. Communicating with faculty and staff	_____	_____	_____	_____
g. Interacting with students	_____	_____	_____	_____
h. Working with the community	_____	_____	_____	_____
i. Improving curriculum and instruction	_____	_____	_____	_____
j. Implementing policies and regulations	_____	_____	_____	_____
k. Managing extra-curricular or co-curricular activities	_____	_____	_____	_____
l. Supervising classified personnel	_____	_____	_____	_____
m. Goal-setting and long-range planning	_____	_____	_____	_____
n. Others _____	_____	_____	_____	_____

7. Now I'd like for you to think back on your preparation program for school administration.

Where did you receive your training for certification? _____

What years did you attend? _____

I'm going to read through a similar list of activities that principals are expected to do. Tell me how well your school administration training program prepared you for each of these activities. Was your preparation excellent, adequate, or inadequate?

	Excellent	Adequate	Inadequate	Can't Decide
a. Evaluation of professional staff performance	_____	_____	_____	_____
b. Budget and finance	_____	_____	_____	_____
c. Planning and implementing staff development	_____	_____	_____	_____
d. Working with parents	_____	_____	_____	_____
e. Building and plant management	_____	_____	_____	_____
f. Communicating with faculty and staff	_____	_____	_____	_____
g. Interacting with students	_____	_____	_____	_____
h. Working with the community	_____	_____	_____	_____
i. Improving curriculum and instruction	_____	_____	_____	_____
j. Implementing policies and regulations	_____	_____	_____	_____
k. Managing extra-curricular or co-curricular activities	_____	_____	_____	_____
l. Supervising classified personnel	_____	_____	_____	_____
m. Goal-setting and long-range planning	_____	_____	_____	_____
n. Managing your time	_____	_____	_____	_____
o. Others _____	_____	_____	_____	_____

8. During your first year as principal, what kinds of inservice or professional development activities were you personally involved in?

   [Note to Interviewer: Get specific names of activities, if possible, and sponsoring agency or organization.]

9. If you were planning a one-day orientation program for other beginning principals, what kinds of information or activities do you think would be most useful or helpful?

The last part of this survey is asking for demographic information about you and your school.

10. What grade levels are in your school building?

11. How many students?

12. How many schools in your district?

13. Would you describe your community as: ___ Rural
___ Small City
___ Urban
___ Inner City

14. How many years of classroom teaching experience do you have?

15. What other professional experiences do you have (besides teaching)?

16. Was any of your previous experience in a school with a similar socioeconomic and cultural environment to the school you are in now?

17. I'm going to read a list of age ranges. Tell me which one fits your age.

(a) __ 25-30
(b) __ 31-40
(c) __ 41-49
(d) __ 50-59
(e) __ 60+

18. (Gender) _____ Male
_____ Female

Thank you for your time and cooperation. Is there anything else you would like to add?

Would you like to learn more about the Beginning Principal Support Program as it develops?

Interviewer Notes

Articulate?

Decisive?

Self-confident?

Perceptive?

Overall Impressions:

Other Comments:

APPENDIX B

Codes for KASA-AEL Interviews

CODES FOR KASA-AEL INTERVIEWS

Column	Related to Question Number	Key Phrase	Codes
1-2	Q-1	Rewarding experiences (the experience mentioned first by interviewee)	00 = None Mentioned 01 = Student Achievement 02 = Student Extracurricular Activities 03 = Interactions with Students 04 = Acceptance by School Staff 05 = Acceptance by Parents and/or Community 06 = Parent Involvement with School 07 = Work with Teachers 08 = Curriculum or Program Development and/or Implementation 09 = School Climate: Positive Feelings about School by Others 10 = Classroom Visitation and Observation 11 = General (non-specific) Sense of Accomplishment 12 = Other
3-4	Q-1	Rewarding experience (2nd experience mentioned)	00-12 (Code as for Columns 1-2)

Column	Related to Question Number	Key Phrase	Codes
5-6	Q-1	Rewarding experience (3rd mention)	00-12 (Code as for Columns 1-2)
7-8	Q-1	Rewarding experience (4th mention)	00-12 (Code as for Columns 1-2)
9	Q-1	Total number of rewarding experiences mentioned	0 = 0 1 = 1 2 = 2 3 = 3 4 = 4 5 = 5 6 = 6 7 = 7 8 = 8 9 = 9 or more
11	Q-2	1st resource person mentioned	0 = None Mentioned 1 = Superintendent; Assistant or Deputy Superintendent 2 = Central Office Director or Supervisor 3 = Peer: Former Principal 4 = University Professor 5 = Professional Colleague(s) not in Chain of Command (other than those listed above), including Peer Principals 6 = School Secretary 7 = Non-Educator: Personal Friend or Relative 8 = Educator: Personal Friend or Relative 9 = Other

Column	Related to Question Number	Key Phrase	Codes
12	Q-2	2nd resource person	0-8 (Code as for Column 11)
13	Q-2	3rd resource person	0-8 (Code as for Column 11)
14	Q-2	1st material resource mentioned	0 = None 1 = Association Journals or Newsletters 2 = University Resources 3 = District Policy Manual or Handbook 4 = State Policy Manual or Publications 5 = Association Meetings 6 = Other
15	Q-2	2nd material resource mentioned	0-6 (Code as for Column 14)
16	Q-2	Kind of assistance received (1st mentioned)	0 = None Mentioned 1 = Procedural or Mechanical Assistance (Examples: reports, budget, figuring out the system, etc.) 2 = People Advice (Examples: management, evaluation) 3 = Listening Ear/Sounding Board; Personal Support and Reassurance

Column	Related to Question Number	Key Phrase	Codes
			4 = Management Advice (establishing programs, setting priorities, managing time)
			5 = Other
17	Q-2	Kind of assistance (2nd mention)	0-5 (Code as for Column 16)
18	Q-2	Kind of assistance (3rd mention)	0-5 (Code as for Column 16)
19-20	Q-3	Problems faced during first year (1st mention)	(See items listed on p. 7 of interview)
			00 = No Problems Mentioned
			01 = Evaluation of Professional Staff Performance
			02 = Budget and Finance
			03 = Planning/Implementing Staff Development
			04 = Working with Parents
			05 = Building and Plant Management
			06 = Human Relations and Communications with Faculty and Staff
			07 = Interacting with Students (student discipline)
			08 = Working with Community
			09 = Improving Curriculum and Instruction
			10 = Implementing Policies and Regulations

Column	Related to Question Number	Key Phrase	Codes
			11 = Managing Extracurricular Activities, Including Bus Duty and Lunch Duty 12 = Supervising Classified Staff 13 = Goal-Setting/Long-Range Planning 14 = Managing Time 15 = Personnel--Grievance, Dismissals, Supervision 16 = Isolation; Loneliness 17 = District Management Problems Outside of Principal's Control 18 = Other
21-22	Q-3	Problems faced (2nd mention)	00-18 (Code as for Columns 19-20)
23-24	Q-3	Problemns faced (3rd mention)	00-18 (Code as for Columns 19-20)
25-26	Q-3	Problems faced (4th mention)	00-18 (Code as for Columns 19-20)
27	Q-3	Number of problems mentioned	0 = 0 1 = 1 2 = 2 3 = 3 4 = 4 5 = 5 6 = 6 7 = 7 8 = 8 9 = 9 or more

Column	Related to Question Number	Key Phrase	Codes
Use to code 30-42	Q-4	Use of time	0 = Not Mentioned 1 = Mentioned in Typical Day List 2 = Also Mentioned in Most Time-Consuming List 3 = Mentioned in Typical Day List AND Also as Preferred Way of Spending Time 4 = NOT Mentioned in List of Typical Day BUT Mentioned as Preferred Way of Spending Time
30	Q-4	Evaluation of professional staff performance	0-4 (Code as above, Q-4)
31	Q-4	Budget and finance	0-4 (Code as above, Q-4)
32	Q-4	Planning and implementing staff development	0-4 (Code as above, Q-4)
33	Q-4	Working with parents	0-4 (Code as above, Q-4)
34	Q-4	Building and plant management	0-4 (Code as above, Q-4)
35	Q-4	Communicating with faculty and staff	0-4 (Code as above, Q-4)
36	Q-4	Interacting with students	0-4 (Code as above, Q-4)
37	Q-4	Working with the community	0-4 (Code as above, Q-4)
38	Q-4	Improving curriculum and instruction	0-4 (Code as above, Q-4)

Column	Related to Question Number	Key Phrase	Codes
39	Q-4	Implementing policies and regulations	0-4 (Code as above, Q-4)
40	Q-4	Managing extracurricular or cocurricular activities	0-4 (Code as above, Q-4)
41	Q-4	Supervising classified personnel	0-4 (Code as above, Q-4)
42	Q-4	Goal-setting and long-range planning	0-4 (Code as above, Q-4)
43	Q-4	Overall rating for use of time	0 = Not Able to Code; Incomplete Answer 1 = Principal Totally Frustrated in Use of Time 2 = Principal Somewhat Frustrated 3 = Principal Spending Time in Ways Preferred
44	Q-5	Surprises about job (1st mention)	0 = No Surprise; Totally Expected 1 = Time: Personal Control (Personal Planning and Managing Time) 2 = Time: Others Controlling (Shared Decisionmaking; Change Process Time) 3 = Intensity of Job 4 = Mechanical/Technical/ Paperwork Requirememt

Column	Related to Question Number	Key Phrase	Codes
			5 = High Visibility/Accountability
			6 = Personnel Relations
			7 = Other
45	Q-5	Surprises about job (2nd mention)	0-7 (Code as for Column 44)
46	Q-5	Surprises about job (3rd mention)	0-7 (Code as for Column 44)
47	Q-6	Evaluation of professional staff performance	0 = No Answer; Can't Decide
			1 = Not Too Important
			2 = Somewhat Important
			3 = Very Important
48	Q-6	Budget and finance	00-03 (Code as for Column 47)
49	Q-6	Planning and implementing staff development	00-03 (Code as for Column 47)
50	Q-6	Working with parents	00-03 (Code as for Column 47)
51	Q-6	Building and plant management	00-03 (Code as for Column 47)
52	Q-6	Communicating with faculty and staff	00-03 (Code as for Column 47)
53	Q-6	Interacting with students	00-03 (Code as for Column 47)

Column	Related to Question Number	Key Phrase	Codes
54	Q-6	Working with the community	00-03 (Code as for Column 47)
55	Q-6	Improving curriculum and instruction	00-03 (Code as for Column 47)
56	Q-6	Implementing policies and regulations	00-03 (Code as for Column 47)
57	Q-6	Managing extracurricular or cocurricular activities	00-03 (Code as for Column 47)
58	Q-6	Supervising classified personnel	00-03 (Code as for Column 47)
59	Q-6	Goal-setting and long-range planning	00-03 (Code as for Column 47)
60	Q-6	Other	0 = Not Mentioned 1 = Mentioned Once
61-62	Q-7	Where trained	(Codes to be developed)
63	Q-7	When trained	(Codes to be developed)
64	Q-7	Evaluation of professional staff performance	0 = No Answer; Can't Decide 1 = Inadequate 2 = Adequate 3 = Excellent
65	Q-7	Budget and finance	00-03 (Code as for Column 64)
66	Q-7	Planning and implementing staff development	00-03 (Code as for Column 64)

Column	Related to Question Number	Key Phrase	Codes
67	Q-7	Working with parents	00-03 (Code as for Column 64)
68	Q-7	Building and plant management	00-03 (Code as for Column 64)
69	Q-7	Communicating with faculty and staff	00-03 (Code as for Column 64)
70	Q-7	Interacting with students	00-03 (Code as for Column 64)
71	Q-7	Working with the community	00-03 (Code as for Column 64)
72	Q-7	Improving curriculum and instruction	00-03 (Code as for Column 64)
73	Q-7	Implementing policies and regulations	00-03 (Code as for Column 64)
74	Q-7	Managing extracurricular or cocurricular activities	00-03 (Code as for Column 64)
75	Q-7	Supervising classified personnel	00-03 (Code as for Column 64)
76	Q-7	Goal-setting and long-range planning	00-03 (Code as for Column 64)
77	Q-7	Managing your time	00-03 (Code as for Column 64)
78	Q-7	Others mentioned	0 = 0 1 = 1 2 = 2 3 = 3 or more
	Q-8	Kinds of inservice	(Codes to be developed)

Column	Related to Question Number	Key Phrase	Codes
	Q-9	Recommended orientation: process	(Codes to be developed)
	Q-9	Recommended orientation: content	(Codes to be developed)
	Q-10-18		(Codes to be developed)

APPENDIX C

Tables C-1 Through C-4 (Major Time-Consuming and Preferred Tasks)
Table C-5 (Inservice Experiences)
Tables C-6 Through C-11 (Demographic Information)

Table C-1

Typical Day Tasks

Task	Number of Principals	Percent
1. Evaluation of professional staff performance	3	8.8
2. Planning and implementing staff development	4	11.8
3. Working with parents	9	26.5
4. Building and plant management	9	26.5
5. Communicating with faculty and staff	10	29.4
6. Interacting with students	9	26.5
7. Working with the community	2	5.9
8. Improving curriculum and instruction	1	2.9
9. Implementing policies and regulations	1	2.9
10. Managing extracurricular activities	1	2.9
11. Supervising classified personnel	5	14.7
12. Goal-setting and long-range planning	1	2.9
13. Student discipline	12	35.3
14. Student counseling	5	14.7
15. Bus discipline	9	26.5
16. Actual teaching	3	8.8
17. Administrative meetings	5	14.7
18. Paperwork	7	20.6
19. Fundraisers--salesmen	3	8.8
20. Lunchroom supervision	6	17.6

Table C-2

Typical Day and Time-Consuming

	Task	Number of Principals	Percent
1.	Evaluation of professional personnel	13	38.2
2.	Planning and implementing staff development	3	8.8
3.	Working with parents	11	32.3
4.	Building and plant management	3	8.8
5.	Communicating with faculty and staff	5	14.7
6.	Interacting with students	1	2.9
7.	Working with the community	2	5.9
8.	Improving curriculum and instruction	2	5.9
9.	Implementing policies and regulations	1	2.9
10.	Managing extracurricular activities	3	8.8
11.	Supervising classified personnel	2	5.9
12.	Goal-setting and long-range planning	1	2.9
13.	Student discipline	11	32.3
14.	Student counseling	3	8.8
15.	Bus discipline	2	5.9
16.	Actual teaching	2	5.9
17.	Administrative meetings	1	2.9
18.	Paperwork	9	26.5
19.	Lunchroom supervision	2	5.9

Table C-3

Typical Day and Preferred Way of Spending Time

Task	Number of Principals	Percent
1. Evaluation of professional staff performance	9	26.5
2. Planning and implementing staff development	1	2.9
3. Working with parents	1	2.9
4. Communicating with faculty and staff	3	8.8
5. Interacting with students	1	2.9
6. Improving curriculum and instruction	7	20.6
7. Goal-setting and long-range planning	1	2.9
8. Student discipline	1	2.9
9. Paperwork	3	8.8

Table C-4

Not Typical, But Preferred Way of Spending Time

Task	Number of Principals	Percent
1. Evaluation of professional staff performance	3	8.8
2. Communicating with faculty and staff	2	8.8
3. Improving curriculum and instruction	12	35.3
4. Student counseling	2	5.8

Table C-5

Inservice Attended 1985-86

Inservice	Total # Who Mentioned	Frequency
Evaluation of Staff	30	88.2
Budget/Finance	0	0
Staff Development	11	32.3
Work with Parents	3	8.9
Building Management	4	11.8
Communication with Staff	10	29.4
Student Interactions	2	5.9
Work with Community	3	8.8
Curriculum/Instruction	18	52.9
Policies/Regulations	3	8.8
Extracurricular Activities	0	0
Classified Personnel	2	5.9
Goal-Setting	5	14.8
Time Management	9	26.5

Table C-6

Grade Levels in Your School

Configuration	Frequency	Percent
K-5	5	14.7
K-6	6	17.6
K-7	1	2.9
K-8	7	20.6
1-8	2	5.8
6-8	4	11.7
7-8	2	5.8
8-12	1	2.9
9-12	3	8.8
K-12	3	8.8

Table C-7

School Size--Number of Students

Students Reported	Frequency	Percent	Cum. Percent
96	1	2.9	2.9
145	1	2.9	5.8
196	1	2.9	8.8
200	1	2.9	11.8
210	1	2.9	14.7
237	1	2.9	17.6
250	2	5.8	23.5
270	1	2.9	26.5
300	1	2.9	29.4
347	1	2.9	32.4
350	1	2.9	35.3
356	1	2.9	38.2
360	1	2.9	41.2
400	2	5.8	47.1
450	1	2.9	50.0
467	1	2.9	52.9
495	1	2.9	55.9
500	2	5.8	61.8
539	1	2.9	64.7
570	1	2.9	67.6
579	1	2.9	70.6

Table C-7 (continued)

Students Reported	Frequency	Percent	Cum. Percent
585	1	2.9	73.5
600	2	5.8	79.4
650	1	2.9	83.4
700	1	2.9	85.3
797	1	2.9	88.2
825	2	5.8	94.1
920	1	2.9	97.1
1,040	1	2.9	100.0

Table C-8

Number of Schools in the District

Schools	Frequency	Percent	Cum. Percent
0	2	5.8	5.8
1	1	2.9	8.8
2	3	8.8	17.6
3	2	5.8	23.5
4	1	2.9	26.5
5	4	11.7	38.2
6	1	2.9	41.2
7	2	5.8	47.1
8	5	14.7	61.8
10	1	2.9	44.7
11	2	5.8	70.6
13	1	2.9	73.5
20	1	2.9	76.5
22	1	2.9	79.4
85	1	2.9	82.4
153	2	5.8	88.2
155	3	8.8	97.1
185	1	2.9	100.0

Table C-9

Years of Teaching Experience

Years	Frequency	Percent	Cum. Percent
4	2	5.8	5.8
5	1	2.9	8.8
6	3	8.8	17.6
7	1	2.9	20.6
8	3	8.8	29.4
10	3	8.8	38.2
11	1	2.9	41.2
12	4	11.8	52.9
13	1	2.9	55.8
14	2	5.8	61.8
15	1	2.9	64.7
16	1	2.9	67.6
17	1	2.9	70.6
18	2	5.8	76.5
19	2	5.8	82.4
20	2	5.8	88.2
22	1	2.9	91.2
24	1	2.9	94.1
26	1	2.9	97.1
34	1	2.9	100.0

Table C-10

Prior Professional Experience

Prior Professional Experience	Frequency	Percent	Cum. Percent
None	8	23.5	23.5
Real Estate	1	2.9	26.5
Supervisor	2	5.8	32.4
Assistant Principal	4	11.8	44.1
Counseling	5	14.7	58.8
State Employee	1	2.9	61.8
Coaching	6	17.6	79.4
Draftsman	1	2.9	82.4
College Professor	1	2.9	85.3
Athletic Director	2	5.3	91.2
Recreation Director	1	2.9	94.1
Curriculum Coordinator	1	2.9	97.1
Educational TV	1	2.9	100.0

Table C-11

Age of Respondents

Age Range	Frequency	Percent	Cum. Percent
25-30	2	5.8	5.8
31-40	11	32.4	38.2
41-49	18	52.9	91.2
50-59	3	8.8	100.0

APPENDIX D

Institute Agenda, Participants List,
and Handouts

BEGINNING PRINCIPALS' INSTITUTE

Featuring Mr. Jim Huge

July 18, 1987

(For AEL-KASA Support Group for Principals only)

AGENDA

8:00 - 9:00 a.m.	Continental Breakfast, Check-In, Pick Up Packets (Sub committee will handle this)
9:00 -11:45 a.m.	FIRST SESSION (Randy will discuss the purpose of the study group and introduce the speaker)
11:45 -12:00 noon	Break (Ed will explain the lunch arrangements)
12:00 - 1:30 p.m.	Lunch (Participants are seated by regions that are indicated by markers coded to the name tags)
1:30 - 1:45 p.m.	Break
1:45 - 4:30 p.m.	SECOND SESSION
4:30 - 6:00 p.m.	Break (Lois explains dinner arrangements)
6:00 - 7:00 p.m.	Dinner (Participants are seated according to elementary, junior high, and senior high)
7:00 - 8:30 p.m.	THIRD SESSION
8:30 - 8:35 p.m.	Evaluation and Closing (Marjorie will handle this)
8:35 p.m.	Cash Bar

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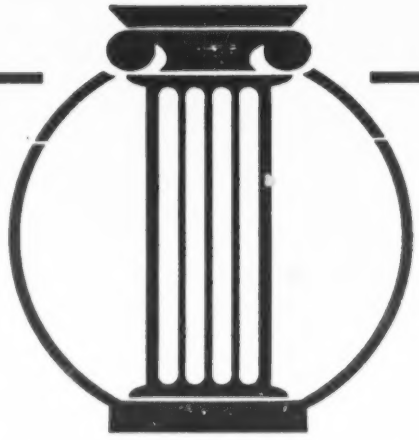
1121 Louisville Road
Frankfort, Kentucky 40601



This is to certify that

is a member in good standing of the

KASA-AEL

BEGINNING

PRINCIPALS'

INSTITUTE

for the 1987-88 year
and has the opportunity
and responsibility to participate in
Institute sessions and activities.

AEL	KASA
Date	Date

BEGINNING PRINCIPALS' INSTITUTE

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July 18, 1987

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Owenton 40359
502/484-5509

Rick McHargue
Oldham Co.-Crestwood El.
6500 W. Hwy. 146
Crestwood 40014
502/241-4506

Paul Upchurch
Oldham Co.-Centerfield El.
4512 South Hwy 393
Crestwood 40014
502/241-1772

Region 7

Peggy Brooks
Boone Co. High
7056 Burlington Pike
Florence 41042
606/283-2795

Vikki Clemons
Newport Ind.-4th St. El.
Two Hanover Place
Ft. Thomas 41075
606/781-9049

Steve Hutton
Kenton Co.-Beechwood El.
50 Beechwood Road
Beechwood 41017

Rusty Kordenbrock
Kenton Co.-Tichenor Middle
Bartlett Avenue
Erlanger 41018
606/727-2255

Nellie Mitchell
Pendleton Co.-Northern El.
Rt. 1, Box 39
Butler 41006
606/472-7341

Selma Siekman
Boone Co.-Kelley El.
6775 McVille Rd.
Bellevue 41073
606/586-7120

Region 8

Jackie Austin
Jefferson Co.-Kennedy El.
3807 Young St.
Louisville 40211
502/454-8280

Debbie Baker
Jefferson Co.
Mezeek Middle
828 South Jackson
Louisville 40203
502/454-8299

Nancy Lovett
Jefferson Co.
Greenwood El.
5801 Greenwood Rood
Pleasure Ridge 40258
502/454-8260

Charlesetta Lucas
Jefferson Co.
Lassiter Middle
8200 Candleworth Dr.
Louisville 40214
502/454-8288

Jim Metcalf
Jefferson Co.
Churchill Park (K-12)
435 Boxley
Louisville 40209
502/458-8229

Judy Mullins
Jefferson Co.-Dunn El.
2010 Rudy Lane
Louisville 40207
502/454-8240

Eunice Payne
Jefferson County
Seneca High School
3510 Goldsmith Lane
Louisville 40220
502/454-8328

Diane Porter
Jefferson Co.-Mill Creek
Vocational School
4205 Dixie Highway
Louisville 40216
502/454-8302

David Schalk
Jefferson Co.-Fairdale
Vocational School
907 Fairdale Road
Fairdale 40118

Donna Smith
Jefferson Co.
Stuart Middle
4603 Valley Station
Valley Station 40272
502/454-8334

Janice Walker
Jefferson Co.-Maupin El.
4309 Catalpa St.
Louisville 40211
502/454-8310

Region 9

Bill R. Morgan
Montgomery Co. Middle
3570 Indian Mound Dr.
Mt. Sterling 40353
606/498-6328

Region 11

Steven Butcher
Johnson Co.-Porter El.
Box 160 Star Route
Hager Hill 41222
606/789-1500

Region 13

Sharon Dean
Harlan Co.-Cawood El.
Cawood 40815
606/573-9595

Region 14

Larry Compton
Pulaski Co.-Nancy El.
404A
Nancy 53655
606/636-6338

Jerry Girdler
Pulaski Co.-Souther Jr.
c/o Pulaski Co. Board of Ed.
P.O. Box P
Somerset 42501
606/679-1123

Richie Huff
Monticello School K-12
Independent
135 Cave St.
Monticello 42633
606/348-5312

Leon Smith
Cumberland Co. Middle
Box 306
Burkesville 42717
502/864-3451

Larry Warren
Pulaski Co.
Northern Jr.
318 Plantation Ave.
Somerset 42501
606/679-1123

Region 15

Connie Aubrey
Jessamine Co.
Nicholasville El.
P.O. Box 186
Nicholasville 40356
606/885-5351

Jerry Brunker
Harrison Co. Jr.
Webster Ave.
Cynthiana
606/234-4393

Larry Montgomery
Franklin Co./Frankfort Ind
Wilkinson Street
Alternative
911 Leestown Road
Frankfort 40601
502/223-8043

Region 16

Thelma Moore
Lincoln Co.-McKinney El.
P.O. Box 67
McKinney 40448
606/346-3741

Region 17

Della Burris
Fayette-Russell Cave El.
3375 Russell Cave Pike
Lexington 40511
606/299-4817

Jane Gettler
Fayette Co.-Lansdowne El.
336 Redding Road
Lexington 40502
606/272-1203

Gail Toye
Fayette Co.-Norther El.
Rookwood Parkway
Lexington 40505
606/299-0502

Larrry Watkins
Fayette Co.
Lexington Jr. High
North Limestone St.
Lexington 40508
606/252-8160

INSTITUTE FOR BEGINNING PRINCIPALS

July 18, 1987

Executive West, Louisville, Kentucky

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Luncheon Program

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Objectives:

+ to become better acquainted with beginning principals located in your regional area of the state
+ to gain a better understanding of the concept of regional networking, and to explore the potential benefits of establishing a networking system for beginning principals in Kentucky
+ to define possible networking regions for the state
+ to determine potential dates and places for networking meetings during the 1987-88 school year

****

Networking is not a complicated process or idea, but rather a practical way to gain support and assistance from individuals having the same job responsibilities you do. Several things seem to promote effective networking when it is tried, among which are: (i) getting to know others in the network on a face-to-face basis well enough so everyone feels comfortable to share on-the-job problems and confidences; (ii) keeping in contact on a regular basis even though job-related problems or issues are not always a topic of conversation; and (iii) being willing to share ideas and possible problem solutions even when it is obvious there is no one best answer or solution.

****

Among the resources you may want to call upon as a beginning principal is the Appalachia Educational Laboratory. AEL is located in Charleston, West Virginia. Its mission is to work with the Region's educators (Kentucky, Tennessee, Virginia, and West Virginia) in an ongoing effort to improve education and educational opportunity. Information about AEL projects, programs, and services is available by contacting AEL, P.O. Box 1348, Charleston, WV 25325. Or call the toll-free AEL number, 800/624-9120. The director of the AEL School Governance and Administration Division is Dr. Sandra Orletsky.

HIGH POINTS

Take a moment or two and make some notes to yourself answering the following questions. We'll then ask you to share your answers with others at the table.

1. What subject in high school did you enjoy the most?

   _____

2. Where were you born? Where were you raised as a child?

   _____

3. Who was your favorite teacher--elementary, secondary, or college--and why?

   _____

   _____

4. Not including Kentucky, what is the most interesting city, state, or country you've visited, and why did you find it interesting?

   _____

   _____

AS PRINCIPAL IDEAS I WANT TO TRY THIS YEAR

Take a moment or two and make some notes to yourself regarding a couple of ideas you'd like to try this year at your school. These ideas may relate to getting the year off to a good start with teachers or students, gaining the involvement of parents, or anything else you have in mind. We'll then ask you to share your ideas with others at the table.

Idea #1: _____

_____

_____

Idea #2: _____

_____

_____

Idea #3: _____

_____

_____

SOME PRACTICAL NOTES ON NETWORKING

1. Don't let the term networking interfere with making good use of the idea. Some people are put off by the use of this "jargon" term. If you happen to be such an individual, pick another word for it--using a buddy system, simply keeping in touch--but do use the idea.

2. Make a phone call to one of your regional colleagues every week or so, even when you're not confronted with a problem. Get in the habit of sharing good educational practices; maybe the other person just hasn't thought of it, but it really fits with something they also need to do.

3. Develop your own personal system for keeping track of who you call and what you talk about. Next time you talk to the same person you can then go back quickly in your notes and refresh your memory regarding what was discussed.

4. Keep everyone's phone number handy; make a special list of people in your principals' network.

5. Get in the habit of depersonalizing problem situations you discuss; not "Mary" did this, but rather one of our teachers did such-and-such.

6. Try a conference call with several people in the network when a good appropriate occasion arises. Its a handy way to have a three-person rather than two-person dialogue, and thereby sometimes obtain a more creative mix of ideas.

7. Don't overuse one person in the network. Obviously when you call someone else to discuss an issue, you're using that person's time.

8. Keep your own set of notes regarding the kinds of issues you seem most interested in discussing with others in the network; maybe over time you can recognize a pattern which will prove insightful.

9. Keep it professional!

10. Take advantage of the networking concept. Check and see if someone in your network is going to a national, regional, or state conference or meeting and have that person obtain specific kinds of information for you while he or she is there.

APPENDIX E

Evaluation Results of Institute

SUMMARY OF EVALUATION
INSTITUTE FOR BEGINNING PRINCIPALS
JULY 18, 1987

Number of Respondents: 47

	LOW 1	2	3	HIGH 4
	NUMBER OF RESPONSES			
1. How do you rate the sessions?				
a. FIRST SESSION			6	41
b. SECOND SESSION			6	39
c. THIRD SESSION			6	40
2. I will be able to apply the information gained from this Institute to my own situation.			10	37
3. Institute materials were appropriate.			11	34
4. Pre-Institute information was adequate.	1	8	16	18
5. Institute facilities were appropriate.		2	11	33
6. Sufficient time was allocated for this Institute.	2	7	12	23

7. Overall rating for the Institute: ___poor 1 fair 4 good 42 excellent

8. Specific strengths of this institute were:

The speaker was tremendous. He inspired me.

presenter; opportunity to meet others

presenter; organization; clear agenda; planned; interaction; handouts

group interaction and opportunity to form networks; major presenter - Jim H.

information shared that will most definitely help me as a new principal - wonderful idea!!

good idea that can be put to use

The institute was well organized. Many ideas were presented that have practical application to my situation. Jim Huge was fantastic!

opportunity to meet and work with other professionals in the field

handouts; listings of beginning principals; Dr. Huge's enthusiasm

Very well planned! Adequate breaks - never dull!

knowledge and presentation style of presenter

Mr. Huge

1) A dynamic presenter! (I enjoyed it very much!) 2) Useful tips and suggestions 3) Relevant advice

9. How could this Institute have been improved? (continued)

Shorten it by 2 hours. End after supper or get more comfortable chairs.

by not cramming so much into one day and make it a 2 day workshop

Any one topic could have filled the day.

It was super.

This type of program would make an excellent weekend retreat at a state park. Such an environment might lend itself more to network building. Overnight program - let people share rooms.

a few more points of information

Have some practical role playing. Remember next year to invite first year principals from past institute.

more involvement from all who qualify - more time to meet with people who have some concerns

10. Please suggest future topics.

Supervising Marginal Teachers to Success or Dismissal

Evaluation and Observation

Networking in the Regions - Regional Meetings

Community Involvement - Public Relations

School and Building

Bring in principals who were "new" this year and could share new experiences they had this year which could be helpful to us.

I would like the same topic, with <u>all</u> my teachers hearing it!!

Paper Work of a Principal - How to Reduce?

How to Operate the School - Finances, Laws, Delegation of Authority, etc.

Mail

Peer Coaching

Goal Setting; Dealing With Deficient Employees

Motivation; Staff Morale

Working With Support Groups and Systems

Teacher Burn Out

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